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ABSTRACT

A study sought to determine if administrators can make ethical and legal decisions, and to determine the different weight educational administrators assign to ethical and legal issues when making decisions. The study examined the decision patterns of ethical/illegal, legal/unethical, and unethical/illegal to determine the pattern that would emerge when conflicts existed. Data were gathered through a questionnaire mailed to 25 administrators in the Claiborne County Public School System (CCPSS) during the school year 1992-93. Demographic data related to the sample and data concerning ethics preparation were gathered through the use of the questionnaire. Analysis of the data involved frequency distribution, percentages, paired sample t-tests, and analysis of variance. The data revealed that educational administrators in the CCPSS can make ethical and legal decisions. The ethical decision was selected with significantly greater accuracy than was the legal decision, making the ethical decision pattern dominant. The data revealed that ethics play a major role in day-to-day decision making by educational administrators. These findings indicate that there is a need for including ethics in the curriculum design for training educational administrators. (KDP)

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ED 368 053

Ethics or The Law: What Drives Administrative Decisions Among School Administrators In The Claiborne County Public School System

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Mid-South Educational Research Association
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Abstract

Scope and Method of the Study: The purpose of this study was to determine if administrators can make ethical and legal decisions, and to determine the differences between these forces in educational administrators' decisions. The study examined the decision patterns of ethical/illegal, legal/unethical and unethical/illegal to determine the pattern that would emerge when conflicts existed. Data were gathered through a questionnaire mailed to 25 administrators in the Claiborne County Public School System during the school year 1992-93. Demographic data related to the sample and data concerning ethics preparation were gathered through the use of the questionnaire. Analysis of the data involved frequency distributions, percentages, paired samples t-tests, and analysis of variance.

Findings and Conclusions: The data revealed that educational administrators in the CCPSS can make ethical and legal decisions. The ethical decision was selected with significantly greater accuracy than was the legal decision. When ethical/legal conflicts existed in decision making, the ethical decision

pattern dominated. There was a significant difference found in choice patterns and ethics preparation. There was no significant difference found among CCPSS administrators considering the demographic characteristics of age, gender, race, degree, age, administrative experience, and teaching experience. There was a significant difference found considering the demographic variable of income. The data revealed that ethics play a major role in day to day decision making by educational administrators. These findings indicate that there is a need for including ethics in the curriculum design for training educational administrators.

Statement of the Problem

The decisions made by administrators are generally complex in nature. There are many considerations that must be made prior to a decision. The administrator is placed in conflict when he/she must make a decision that is based upon his/her personal beliefs, professional code of ethics, policy, or legal issues. For example, sensitive issues or conflicts may evolve from an individual's need to obtain information and the student's right to privacy; the need to maintain a safe environment; and the need to conduct a search of student's personal property that again becomes a matter of a "right" violation (Millerborg 1990). Such issues are at the core of administrative decisions that are conflictive in nature and require definite action. Should the consideration be legal first, ethical at all times, or influenced by who will ultimately obtain knowledge of the decision made. Faced with this administrative dilemma in which choices must be made, the question becomes, what drives administrative decisions among school administrators in the Claiborne County Public School System?

Methodology

The research methodology employed in this study was descriptive in nature and tested 10 hypotheses relating to decision making in ethical and legal conflicts. Data was obtained through the administration of a mailed questionnaire. The population of the study consisted of 25 administrators in the Claiborne County Public School System. Subjects included superintendents, principals, vocational technical directors, and key central office personnel. All subjects were mailed a questionnaire and a self addressed, stamped envelope. They were asked to complete the questionnaire and return it to the researcher within a one week period. A return rate of 100% was achieved. All respondents remained anonymous. They were advised that upon request the results of the research would be shared.

Findings

Findings which were obtained through the statistical analyses of the data included the following:

1. When given a choice, educational administrators make ethical decisions.

2. When given a choice, educational administrators did not make legal decisions.

3. Educational administrators make correct ethical decisions significantly more often than legal decisions.

4. When ethical and legal conflicts existed, an ethical but illegal decision pattern emerged.

   a. The ethical/illegal choice (mean = 4.960) was significantly different from the legal/unethical (mean = 3.640) choice and the unethical/illegal (mean = .400) choice.

   b. The legal/unethical choice (mean = 3.640) was significantly different from the unethical/illegal (mean = .400) choice.

5. There was no significant difference in ethical/illegal and legal/unethical decision patterns when respondents were categorized by gender.

6. There was no significant difference in ethical/illegal and legal/unethical decision patterns when respondents were categorized by race.

7. There was no significant difference in ethical/illegal and legal/unethical decision patterns when respondents were categorized by degree.

8. There was a significant difference in ethical/illegal and legal/unethical decision patterns when respondents were categorized by income.

9. There was no significant difference in ethical/illegal and legal/unethical decision patterns when respondents were categorized by age.

10. There was no significant difference in ethical/illegal and legal/unethical decision patterns when respondents were categorized by administrative experience.

11. There was a significant difference in ethical/illegal and legal/unethical decision patterns when respondents were categorized by ethics preparation.

Summary, Conclusions and Recommendations

The purpose of this study was to determine, when given a choice whether administrators would make decisions that were ethical and legal, ethical and illegal or unethical and illegal. These patterns were examined to determine the decision pattern that would emerge. An analysis of the literature revealed that administrators on all levels are faced with similar generic conflicts throughout the United States and the District of Columbia (Millerborg, 1990). The study of ethics, as it relates to educational administration, was examined in regard to decision-making skills, principles of conduct, ethical decision making, ethics preparation, legal and ethical dilemmas, and ethical leadership. The profession of educational administration and the development of a code of ethics were examined.

As this study was an attempt to replicate the Millerborg study (1990) on determining the ethical and legal decision patterns, similar methodology and statistical analysis were employed. To collect the needed data, survey research was conducted. The study examined 25 administrators in the Claiborne County

Public School System. This population consisted of superintendents, principals, vocational directors, and central office staff. The survey instrument constructed by Dr. Ann Millerborg was used to collect the data. Permission for use was granted. Specific adaptations were made to collect the data needed for this study.

The survey and instructions necessary to complete the instrument were mailed to each of the subjects. One hundred percent of the sample returned the questionnaire within a two week period.

Analysis of the demographic data involved frequency distribution, percentages and analysis of variances. Mean scores were used to determine if respondents could make legal and ethical choices. Paired samples t-tests were used to determine differences in decision choice patterns. The sample subjects were categorized using the demographic data as independent variables. Each individual choice pattern score was calculated and used to secure a mean difference score to be used as the dependent variable. Analysis of variance tests were computed to determine what independent variables affect administrative decisions.

Conclusions and Implications

From the findings in this study, the following conclusions have been derived:

1. To determine hypothesis 1 a score of 1.5 was calculated by the researcher as the necessary significance level to show that an ethical choice could be made. Since the respondents achieved a mean score of 2.48, the conclusion would be that educational administrators can make ethical decisions when given a choice. This finding was consistent with Hyle (1989) and Millerborg (1990) who found administrators make ethical decisions the majority of the time with these same three choice options.

2. To determine hypothesis 2 a score of 1.5 was calculated by the researcher as the necessary score to show that a legal choice could be made. Since the respondents achieved a mean score of 1.32, the conclusion was made that educational administrators in CCPSS can not make legal decisions when given a choice. This finding is not consistent with the finding of (Hyle 1989) and (Millerborg 1990). The previous studies reported that educational administrators can make legal decisions when given a choice.

3. A comparison of hypothesis 1 and 2 indicated there was a significant difference in ethical and legal choices. Since the mean score was greater for the ethical choice, the administrators identified the ethical choice more often than the legal choice. It can be inferred, the respondents are able to make the ethical choice more often than the legal choice.

The ethical choice was more clearly identifiable than the legal choice. Millerborg (1990) attributes this to the fact that the three ethical scenarios selected from Hyle's (1989) study were the ones that elicited the greatest percentage of ethical responses in that study.

Since the mean was higher for the ethical choice than the legal choice, one also might conclude that the correct legal choice is more difficult for administrators to recognize than the ethical choice. With the vast number of laws that have impacted education in the last 30 years (Hawkins, 1986), it is difficult for administrators to keep abreast with all the legal boundaries. Also, the interpretations of laws can be very difficult, diffused, and absolutely unique to a given legal jurisdiction (Millerborg 1990).

4. To determine hypothesis 3, the three paired samples t-test compared the means of the decision choices. The ethical/illegal pattern was significantly greater than the legal/unethical and unethical/illegal decision patterns. Also, the overall ethical/illegal difference mean was +1.3. A positive score favored an ethical choice. The ethical/illegal decision pattern clearly emerged. From this study, it appears educational administrators significantly more often rely on ethics than the law when conflicts in decision making emerge. This supported the findings of the study by Peach and Reddick (1986) that ethics as principles of conduct strongly influence the actions of individuals.

This finding has a major significance. It supports the belief that it is the ethical principles, not the technical aspect of educational administration, that drives administrative decisions (Foster, 1986).

5. It is important to note that the ethical/illegal and the legal/unethical decision choices were significantly different from the unethical/illegal choice. This again supports the finding that

administrators can and do make ethical and legal decisions rather than illegal or unethical decisions.

6. Hypotheses 4-10 indicated no significant differences in ethical/illegal and legal/unethical decision patterns by gender, race, degree, age, administrative experience and teaching experience. The conclusion seems to be that these are not areas which influence ethical and legal conflict decision patterns.

Dexheimer (1969), Hyle (1989), and Millerborg (1990), found that autobiographical information had little relationship to ethical behavior. This is consistent with the findings in this study. As asserted by Millerborg (1990), perhaps in future studies it might be more beneficial to examine the history and personality traits of the individual administrators rather than simple demographic data pertaining to the respondents.

7. Hypothesis 11 indicated a significant difference in ethics preparation when examined with the ethical/illegal and legal/unethical patterns. However, respondents made many comments concerning the inadequacy of ethical preparation for the administrative role. From this information, it would

appear there is a need to give serious attention to ethics in school administration preparatory programs. As the data reveals, ethics shape decisions made by administrators in the CCPSS.

8. In the survey, administrators were given the opportunity to provide information concerning graduate work and special attention paid to ethical issues and ethical aspects of decision making. From the data compiled, it can be concluded that legal aspects are covered in special courses dealing with educational administration, but ethical issues are generally addressed only as a part of other courses on an informal basis. From the responses, it was noted laws were discussed but not how to deal with deviations. The general consensus concluded that if ethics were addressed in preparatory work, it was done sparsely. This is consistent with the findings of Ashbaugh and Kasten (1984).

Many respondents felt ethics need to be a primary focus in administrative preparatory course work. This supports Callahan and Bok's (1980) thought, "Courses in ethics should make it clear that there are ethical problems in personal and civil life... and that there

are better and worse ways of trying to deal with them" (p. 62).

Although the implications are not conclusive, they do provide some evidence that ethics strongly influence administrative choices. Scenario summary tables are included in the appendices.

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APPENDIXES

27

ETHICAL AND LEGAL QUESTIONNAIRE

28

Post Office Box 733
Port Gibson, Mississippi 39150
December 30, 1992

Dear _____:

I am in the process of completing requirements for a Doctor of Philosophy Degree in Administration. In order to complete my study, I am in dire need of assistance from administrators who are faced with the task of making decisions. You can be of great assistance to me by completing the enclosed questionnaire and returning it to me in the envelope provided as soon as possible.

The title of my research project is: "Ethics Or The Law: What Drives Administrative Decisions Among School Administrators in Claiborne County Public Schools?" Although the study is unique to administration in this county only, in no way will individual administrators be identified. All results will be reported statistically.

Hopefully, the results of this study will add to the limited body of literature on the importance of decision making when ethical and legal issues are in conflict.

Thank you for your consideration in this academic endeavor. The time expected to complete the questionnaire is approximately 30 minutes. Please give of your time unselfishly for educational research.

Respectfully submitted,

Shirley Smith Reeves
Ph.D. Candidate
Department of Education Foundation & Leadership
Jackson State University

SSR/ga

QUESTIONNAIRE

Directions: Your task will be to read each scenario and to circle the appropriate response.

Section I. Please answer each scenario with the response that you feel represents the most ethical choice. Please answer each question.

1. The parents of a good student and generally responsible youngster have come to you with complaints about the teaching style of a social studies teacher. They claim the teacher is using biased materials and slanted opinions in class. Further, they claim that when their son tried to question these approaches, he was greeted with sarcasm and thinly veiled threats to have grades lowered. The matter is complicated by the father's active role in town matters, and he demands evidence of action immediately. What action do you take?

    A. Agree with the parents that the teacher is in the wrong, and indicate that censure will be applied in some form.

    B. Transfer the student into another classroom with a teacher whose techniques and methods are well known to you, and which you know will placate these irate parents.

    C. Call the most immediate supervisor of the teacher and ask for some corroboration of the incidents, then proceed with action.

    D. Indicate to the parents that you will take the matter up with the teacher but that no direct action will be taken until both sides of the controversy have been aired.

2. Your Board, taking its cues from the original exhortations of the National School Boards

Association, has maintained a policy of refusing any federal funds for school programs. Now you have been approached by the state department of education and urged to conduct a federally financed program in your district. They ask this because they know that your district is particularly well suited for such a program. You are sympathetic and flattered, especially since the experimental program fits in very well with what you consider to be educationally desirable and sound. Now what?

A. You stand on the Board's policy, however regretfully, and decline the offer.

B. You approach the Board members, asking that they reconsider its previous stand for various reasons.

C. You devise a plan where the special aid can be masked as a type of state aid, a plan which has the support of the state education department. Then you implement the program in your district.

D. You not only ask for Board support in the program and a reversing of their policy statements, but indicate that such a reversal is a deciding factor regarding whether or not you'll remain as superintendent.

3. Your district is a rural one, and quite homogenous in its population. The teaching staff also reflects this homogeneity; that is, they're mostly black, middle-class, and Baptist. In your search for new staff members, an excellent candidate with extremely promising credentials appears. The interview turns up an additional fact: the candidate is White (or Jewish, or Italian, or any other group not generally found in your area). The Board has made it clear in the past that all hiring is entirely your decision: they'll ratify any recommendation you make to them. What is your recommendation?

A. You turn to other candidates, not because of prejudice, but as a form of protection for the candidate, who would be clearly in a lonely and vulnerable position.

B. The Board is given a list of candidates, with all credentials, and asked to make its own decision.

C. Exercising your usual prerogative of a nearly final decision in hiring, you sign the teacher.

D. Although other candidates are clearly inferior as prospects, you hire one of them as the best course of action for this particular community at this particular time.

E. You do not hire the candidate, but make every effort to place the candidate in another district.

Section II: Please answer each scenario with the response that you feel represents the <u>legal choice</u>. Please answer each question.

4. A student from another district enrolls in the school where you are the principal. The parents give you the student's special education confidential file. What should you do with the file?

A. Place in a locked box.

B. Have the school personnel who have educational interest in the child review and sign the folder, and then place it in a locked area.

C. Put a memo on the teachers bulletin board informing the faculty of the new special education student and reminding them to read and sign the confidential folder.

D. Forward the folder to the classroom teacher.

E. Ask the secretary to make sure the teacher who has the child sees the file.

5. The education statues of your state contain a number of laws which you believe to be of questionable value. Two in particular are: 1) that no regular program prayers may be offered in the classrooms, and 2) that a flag salute is required each day. You know full well that some prayers are still continued in certain classrooms, and you know that many teachers are lax on the flag salute. To be within the law, what action should you take?

A. Look the other way until someone complains.

B. Remind the teachers of the statute.

C. In cooperative planning, find some way to go around the law.

D. Notify the teachers of the statute in writing and follow-up to see that they have complied.

E. Allow the teachers to continue their practices and talk to some legislators about your concern.

6. The school picture representative stops by to see you at the end of the year. He wants you to join him to lunch, just to celebrate the summer vacation. He mentions it will be his treat. You choose to:

A. Decline the offer, but tell him to ask you again.

B. Accept the engagement and allow him to pay.

C. Join him for lunch, but you pay for your own.

D. Reject the offer.

E. Go to lunch with him but you pay the total bill.

Section III Select the answer that <u>best represents</u> the decision you would make in this situation. Please give an answer to each scenario.

7. A teacher in your building is planning to retire in three years. You know he/she has kept up with the subject content, and he/she no longer is an effective teacher. However, he/she is very loyal to the school and to you. What will your action be?

A. Reduce the teaching load.

B. Overlook the faults and wait three years.

C. Initiate a transfer to another school.

D. Proceed to prove the teacher incompetent without consideration for years of service.

E. Give assistance when possible and let the teachers career end with dignity.

8. State law requires that all medicine brought to school be kept in the principal's office or the clinic under lock and key. An asthmatic child in your school has a medical prescription for an inhaler. If an asthmatic attack occurs, the child has a need for the inhaler quickly. What would you decide?

A. Allow the child to keep the inhaler at the desk.

B. Inform the parents that you cannot be responsible for a child with an asthmatic condition.

C. Keep the medicine in the designated area locked.

D. Tell the teacher to be responsible.

E. Honor a parent's request to have the child keep the inhaler in the desk.

9. As you pass by the copy machine, you notice a teacher duplicating a copyrighted workbook for each person in the class. Your action would be to:

A. Pretend you did not notice and return to your office.

B. Discuss the concerns with the teacher and allow him/her to finish but work out an alternate plan for the next time.

C. Tell him/her to quit immediately and use an alternate strategy.

D. Allow the teacher to copy the materials, a few at a time.

E. Discuss the incident at the next faculty meeting and inform the faculty of your expectations.

10. A mandate comes from the state requiring all districts to comply with the state adopted curriculum guides and adopted texts. You feel complete compliance with the regulation would demoralize the faculty, stagnate the curriculum, and stifle creativity. Your course of action would be:

A. Require compliance by your staff.

B. Tell teachers to do what they can and not worry about the rest.

C. Encourage partial compliance and attempt to work through proper channels to secure policy changes.

D. Require the teachers to write their own curriculum guides.

E. Ignore the new regulation.

11. Public law 94-142 states handicapped children should be placed on the least restrictive environment. A child enters your school with an Individualized Educational Placement (IEP) that states the child will be mainstreamed to art and music. The music class has thirty-five students. The music teacher has difficulty with control and has no experience with special education students. You know it is in the teacher's and other students' best interest that the child not attend music. Your action will be to:

A. Require the child remain in the special education class until the IEP can be changed.

B. Ignore the IEP and have the child remain in the special education class during that period.

C. Allow the child to go to two art classes since art classes are small and the art teacher agrees.

D. Require the music teacher to take the child and do the best he/she can.

E. Tell the music teacher if he/she will take the child, he/she can have one less duty per week.

12. A teacher wants to refer a student for assessment to determine if there is a need for physical Therapy services. You are aware that the physical therapist's load is at capacity. The placement of another student would require you to

hire another therapist, and you know the district is short on funds. Your choice would be to:

A. Hold the referral in your desk until a child moves.

B. Get parental consent and submit the referral for evaluation, but ask the psychometrist to delay the testing.

C. Ask the teacher to delay in making the referral.

D. Tell the parents of the concern and ask them to seek help on their own since the district is at capacity.

E. Inform the parents about the teachers' concern and allow them to decide if they want their child tested, with the understanding there may be a delay in placement if the child qualifies.

13. A student enters your school from another district. As you review the confidential information, you notice the child has tendencies toward violent behavior. You have a conference with the parents and ask permission to share this information with teachers who will be responsible for supervising the child on the grounds that the Family Rights and Privacy Act allows parents this choice. They do not want their child judged or labeled. Your decision would be:

A. Show the records to the teacher and suggest that the teacher tell the others.

B. Keep the information confidential.

C. Share the records with the faculty and ask the teachers to keep the information confidential.

D. Remove the information from the records.

E. Refuse to admit the student, unless the parents comply.

14. Federal law requires that all children are served a minimum proportion of each item on the menu. You observe that when students are allowed to delete one serving of an item which they do not like, they eat the rest of their food better than when they are required to take all items. Your action would be to:

A. Allow the cafeteria to delete one item at the child's request.

B. Require all trays to be served the same.

C. Ignore that the cafeteria allows a choice.

D. Refuse to excuse students who do not eat the entire tray.

E. Require students to eat all the food on their tray or be eliminated from the program.

15. A student comes to you in strictest confidence and shares that his father is out of work. There is no food at home, and he has no money. He asks you not to tell anyone. What to do?

A. Call agency and have it talk to the parents.

B. Be realistic and dismiss from your mind.

C. Sign the papers instead of the parents.

D. Allow the child to eat free and continue to try to convince the child to let you seek assistance.

E. Tell the student your hands are tied and you can do nothing unless he agrees to let you share the information.

TABLES

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Table 1

Percentage of Scores for Ethical/Unethical Decision Making-Scenario 1

SOURCE	N	FREQUENCY	X	%
Ethical		21		84
Unethical		4		16
Total	25		2.48	100

Table 2

Percentage of Scores for Ethical/Unethical Decision Making-Scenario 2

SOURCE	N	FREQUENCY	X	%
Ethical		18		72
Unethical		7		28
Total	25		2.48	100

Table 3

Percentage of Scores for Ethical/Unethical Decision Making-Scenario 3

SOURCE	N	FREQUENCY	X	%
Ethical		23		92
Unethical		2		8
Total	25		2.48	100

Table 4

Percentage of Scores for Legal/Illegal Decision Making Scenario 4

SOURCE	N	FREQUENCY	X	%
Legal		16		64
Illegal		9		36
Total	25		1.32	100

Table 5

Percentage of Scores for Legal/Illegal Decision Making Scenario 5

SOURCE	N	FREQUENCY	X	%
Legal		15		60
Illegal		10		40
Total	25		1.32	100

Table 6

Percentage of Scores for Legal/Illegal Decision Making Scenario 6

SOURCE	N	FREQUENCY	X	%
Legal		2		8
Illegal		23		92
Total	25		1.32	100

Table 7

Paired Samples t-Test For Ethical/Illegal vs. Legal/Unethical Decision Pattern

SOURCE	N	X	SD	df	t	P
Ethical/ Illegal	21	4.960	1.695			
				24	2.031	.129
Legal/ Unethical	4	3.640	1.604			

Table 8

Paired Samples t-test for Ethical/Illegal vs Unethical/Illegal Decision Patterns

SOURCE	N	X	SD	df	t	P
Ethical/ Illegal	14	4.960	1.695			
				24	5.02	.000
Unethical/ Illegal	11	.4000	.5774			

Table 9

Paired Samples t-test for Legal/Unethical vs Unethical/Illegal Decision Patterns

SOURCE	N	X	SD	df	t	P
Legal/ Unethical	14	3.640	.577			
				24	9.47	.000
Unethical/ Illegal	11	.4000	1.604			

Table 10

Analysis of Variance Summary Table Comparing Conflict Difference Means of Administrators by Gender.

SOURCE	df	SS	X	F	P
Ethical/Illegal	1	3.0860	3.0860	.7282	.4023
Legal/Unethical	23	97.4740	4.2380		

Table 11

Analysis of Variance Summary Table Comparing Conflict Difference Means of Administrators by Race.

SOURCE	df	SS	X	F	P
Ethical/Illegal	1	.1252	.1252	.0287	.8670
Legal/Unethical	23	100.4348	4.3667		

Table 12

Analysis of Variance Summary Table Comparing Conflict Difference Means of Administrators by Degree

SOURCE	df	SS	X	F	P
Ethical/Illegal	3	18.7759	6.2586	1.6071	.2177
Legal/Unethical	21	81.7841	3.8945		

Table 13

Analysis of Variance Summary Table Comparing Conflict Difference Means of Administrators by Income

SOURCE	df	SS	X	F	P
Between Groups	3	16.3048	16.3048	5.2635	.5678*
Within Groups	21	77.4286	7.1099		

*p< .05.

Table 14

Analysis of Variance Summary Table Comparing Conflict Difference Means of Administrtors by Age

Source	df	SS	X	F	P
Between Groups	1	42.9553	42.9553	2.1373	.0003
Within Groups	16	32.1558	2.0097		

Table 15

Analysis of Variance Summary Table Comparing Conflict Difference Means of Administrators by Administrative Experience

Source	df	SS	X	F	P
Between Groups	5	18.4635	3.6927	.6200	.037
Within Groups	19	112.5363	5.9233		

Table 16

Analysis of Variance Summary Table Comparing Conflict Difference Means of Administrators by Teaching Experience

Source	df	SS	X	F	P
Between Groups	3	18.6473	6.2157	1.6051	.2167
Within Groups	21	73.5750	3.8723		

Table 17

Analysis of Variance Summary Table Comparing Conflict Difference Means of Administrators by Ethics Preparation

Source	df	SS	X	F	P
Between Groups	5	.4282	.0856	3.938	.8469*
Within Groups	19	4.1318	.2175		

*p< .05.

Table 26

Frequency and percentage of Respondents by Demographic Variables

Variable	Frequency	Percent
Gender		
Male	14	56.0
Female	11	44.0
Race		
White	2	8.0
Black	23	92.0
Degree		
Bachelors	4	16.0
Masters	11	44.0
Specialist	8	32.0
Doctors	2	8.0
Income		
$20,000-29,999	1	4.0
$30,000-39,999	14	56.0
$40,000-49,999	8	32.0

$50,000-59,999	2	8.0
$60,000-above	0	0.0
Age		
20-29	0	0.0
30-39	5	20.0
40-49	12	48.0
50-59	5	24.0
60-above	2	8.0
Administrative Experience		
0-6	11	44.0
7-11	5	20.0
12-16	3	12.0
17-21	1	4.0
22-27	2	8.0
28-above	3	12.0
Teaching Experience		
0-6	4	16.0
7-11	5	20.0
12-16	5	20.0
17-21	7	28.0
22-27	2	8.0
28-above	2	8.0

Type of organized unit		
Elementary	6	24.0
Secondary	6	24.0
Combined Elementary and Secondary	4	16.0
Vocational Technical	1	4.0
Special Education	1	4.0
Other, Specify	7	28.0
Ethics Preparation		
No	23	92.0
Yes	2	8.0

VITA

VITA

Name: Shirley Smith Reeves

Permanent Address: 1721 Reeves Drive
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Degree and Date to be Conferred: Ph. D. 1993

Date of Birth: July 21, 1950

Place of Birth: Vicksburg, Mississippi

Parents: Johnnie and Pearline W. Smith

Spouse: Donald E. Reeves, 1974

Children: Antwan D. Reeves
Erek D. Reeves

Siblings: Dorothy Smith Brown, Johnnie Smith, Jr., Dr. Jimmy Smith, Willie Smith and Geraline Smith

Secondary Education: Addison High School, 1968

Colleges attended:

Alcorn State University	1968-1971	B.S. 1971
Mississippi State University	1972-1974	M.S. 1974
Mississippi State University	1978-1980	---- ----
Alcorn State University	1985-1987	M.S. 1987
Jackson State University	1990-1993	Ph.D 1993

Major: Educational Administration

Honors: Named to 100 most influential Black Women, 1985

Delta Woman of the year, 1985

First female principal of Port Gibson High School, 1985

Who's Who in Mississippi 1989

Member, Pi Lamda Theta 1990

Who's Who in American Women 1992

Mississippi Delta Woman of the Year 1992-93

Member, Phi Kappa Phi 1993

Positions held:

1971 - 1976	Teacher English Department Claiborne County Public Schools
1976 - 1978	Team Leader Teacher Corps Project Alcorn State University/Claiborne County Public Schools
1978 - 1984	Department Chair/Staff Development Coordinator Claiborne County Public Schools
1985 - 1993	Principal Port Gibson High School